

Syllabus for B.Ed.

J.D. NATIONAL B.Ed. COLLEGE

JANUM, ANGARA, RANCHI

***Recognised by National Council for Teacher
Education and***

Affiliated to Ranchi University, Ranchi

Content

S.No	Name of Topic	Page No
1.	Annual distribution of the course 1	1
2.	Annual distribution of the course 2	2
3.	Distribution of total Marks	3
4.	Rules & Regulation	4 – 6
5.	Course 1 : Childhood and Growing Up	7 – 8
6.	Course 2 : Contemporary India and Education	9 – 10
7.	Course 3 : Learning and Teaching	11 – 12
8.	Course 4 :Language across the Curriculum (1/2)	13
9.	Course 5 :Understanding Discipline and subject (1/2)	14
10.	Course 6 : Gender, School and Society (1/2)	15
11.	Course 7a : Pedagogy of a School subject – part I (1/2)	16 – 38
12.	Course EPC 1 :Reading and Reflecting on Text (1/2)	39
13.	Course EPC 2 : Drama in art Education (1/2)	40
14.	Course EPC 3 : Critical Understanding of ICT (1/2)	41
15.	Course 8 : Knowledge and Curriculum (1/2)	42 – 43
16.	Course 9 : Assessment for Learning (1/2)	44 – 45
17.	Course 10 : Creating an Inclusive School (1/2)	46
18.	Course 11 : Optional Course* (1/2)	47 – 51
19.	Course EPC 4 : Understanding the Self (1/2)	52 – 53

Syllabus for Bachelor of Education

Two Year Course

ANNUAL DISTRIBUTION OF THE COURSES

Year 1

Course 1	Childhood and Growing Up	100 marks
Course 2	Contemporary India and Education	100 marks
Course 3	Learning and Teaching	100 marks
Course 4	Language across the Curriculum (1/2)	50 marks
Course 5	Understanding Disciplines and Subject (1/2)	50 marks
Course 6	Gender, School and Society (1/2)	50 marks
Course 7a	Pedagogy of a School Subject – Part I (1/2)	50 marks
Course EPC1	Reading and Reflecting on Text (1/2)	50 marks
Course EPC2	Drama and Art in Education (1/2)	50 marks
Course EPC3	Critical Understanding of ICT (1/2)	50 marks
Engagement with the Filed : Task and Assignments for Course 1 - 6 & 7a		-----

	Total	650 marks

Year 2

Course 7b	Pedagogy of a School Subject – Part II (1/2)	50 marks
Course 8	Knowledge and Curriculum	100 marks
Course 9	Assessment for Learning	100 marks
Course 10	Creating an Inclusive School (1/2)	50 marks
Course 11	Optional Course * (1/2)	50 marks
Course EPC4	Understanding the Self (1/2)	50 marks
School Internship		150 marks
Practical Exam : Pedagogy of a School Subject - A		50 marks
Pedagogy of a School Subject - B		50 marks
Engagement with the Filed : Task and Assignments for Course 7b & 8 – 10		-----
	Total	650 marks

Curriculum Transactions

1. Total number of Working days	-	200 days
2. Minimum Attendance for course work	-	80 %
3. Attendance for School Internship	-	90 %
4. Internship for School (minimum Period)	-	20 Weeks
- In First Year	-	04 Weeks
- In Second Year	-	16 Weeks

Note: The Internship should include an initial phase of one week for observing a regular classroom with regular teacher and would also include peer observations, teacher observations and faculty observations of practice lessons. Student Teacher will observe at least 10 lessons in each pedagogy of School subjects (Course 7a & 7b)

Syllabus for Bachelor of Education

Two Year Course

ANNUAL DISTRIBUTION OF THE COURSES

Year 1

Course 1	Childhood and Growing Up	100 marks
Course 2	Contemporary India and Education	100 marks
Course 3	Learning and Teaching	100 marks
Course 4	Language across the Curriculum (1/2)	50 marks
Course 5	Understanding Disciplines and Subject (1/2)	50 marks
Course 6	Gender, School and Society (1/2)	50 marks
Course 7a	Pedagogy of a School Subject – Part I (1/2)	50 marks
Course EPC1	Reading and Reflecting on Text (1/2)	50 marks
Course EPC2	Drama and Art in Education (1/2)	50 marks
Course EPC3	Critical Understanding of ICT (1/2)	50 marks
Engagement with the Filed : Task and Assignments for Course 1 - 6 & 7a		-----

	Total	650 marks

Year 2

Course 7b	Pedagogy of a School Subject – Part II (1/2)	50 marks
Course 8	Knowledge and Curriculum	100 marks
Course 9	Assessment for Learning	100 marks
Course 10	Creating an Inclusive School (1/2)	50 marks
Course 11	Optional Course * (1/2)	50 marks
Course EPC4	Understanding the Self (1/2)	50 marks
School Internship		250 marks
Engagement with the Filed : Task and Assignments for Course 7b & 8 – 10		-----

	Total	650 marks

Curriculum Transactions

1. Total number of Working days	-	200 days
2. Minimum Attendance for course work	-	80 %
3. Attendance for School Internship	-	90 %
4. Internship for School (minimum Period)	-	20 Weeks
- In First Year	-	04 Weeks
- In Second Year	-	16 Weeks

Note: The Internship should include an initial phase of one week for observing a regular classroom with regular teacher and would also include peer observations, teacher observations and faculty observations of practice lessons. Student Teacher will observe at least 10 lessons in each pedagogy of School subjects (Course 7a & 7b)

Distribution of Total Marks

The Marks distribution of different papers are as Follows :-

Year – I

No. Course	Title of Papers	Duration of Exam	Theory	Sessional / Internal Marks	Total
Course 1	Childhood and Growing Up	3 hrs.	80	20	100
Course 2	Contemporary India and Education	3 hrs.	80	20	100
Course 3	Learning and Teaching	3 hrs.	80	20	100
Course 4	Language across the Curriculum (1/2)	1:30 hrs.	40	10	50
Course 5	Understanding Disciplines and Subject (1/2)	1:30 hrs.	40	10	50
Course 6	Gender, School and Society (1/2)	1:30 hrs.	40	10	50
Course 7a	Pedagogy of a School Subject – Part I (1/2)	1:30 hrs.	40	10	50
Course EPC1	Reading and Reflecting on Text (1/2)	1:30 hrs.	40	10	50
Course EPC2	Drama and Art in Education (1/2)	1:30 hrs.	40	10	50
Course EPC3	Critical Understanding of ICT (1/2)	1:30 hrs.	40	10	50

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Total - 650 Marks

Year - 2

Course 7b	Pedagogy of a School Subject – Part II (1/2)	1:30 hrs.	40	10	50
Course 8	Knowledge and Curriculum	3 hrs.	80	20	100
Course 9	Assessment for Learning	3 hrs.	80	20	100
Course 10	Creating an Inclusive School (1/2)	1:30 hrs	40	10	50
Course 11	Optional Course * (1/2)	1:30 hrs	40	10	50
Course EPC4	Understanding the Self (1/2)	1:30 hrs	40	10	50

School Internship

150 Marks

Practical Exam	Pedagogy of a School Subject :-	A			50
	Pedagogy of a School Subject :-	B			50

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Total - 650 Marks

- **Record should be kept by the college:**
 1. Microteaching
 2. Teaching Practice and Internship.
 3. Psychological tests (at least five)
 4. A record of least two demonstration lessons, one in each of the methods attended and observed
 5. Science practical (at least four)
 6. A record of observations (at least 10 classes of fellow students)
 7. A record of participation in criticism and demonstration classes (at least 10 classes in each method).
- **About Practical and project work**
 1. Those students who opt science method e.g. physical Science, Biological Science and Maths, they must have done any ten practical work in the college Science Lab, as per the standard of secondary 9th, 10th or senior secondary classes.
 2. Those students who opt language method, for example, Hindi, English, Sanskrit, Urdu, Regional language, they must have done any five practical work in the college language Lab as per the standard of secondary 9th, 10th and Higher secondary classes.
 3. Those students who opt arts method subject. For e.g. – History, Civics, geography, Home science, Economics, Commerce, etc. they must have done at least two project works of the concerned method subject.
 4. Each course includes tasks and assignments.
- **Rules & Regulation:**
 - Eligibility for Admission**
 - a) Candidate with at least 50% marks either in the bachelor's degree and / or in the master's Degree in science / Social Science / Commerce / Humanities, Bachelor's in Engineering or technology with specialization in science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme
 - b) The reservation and relaxation for SC/ST/OBC and other categories shall be as per the rules of the Jharkhand State Government.

Selection of Pedagogy subject (Method) of Teaching:

Every candidate is expected to select two methods based on the subjects studied in graduation.

Working days

- a) There shall be at least 200 working days each year exclusive of periods of examination and admission.
- b) The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all the teachers is necessary to ensure their availability for advice, guidance, dialogue, and consultation as and when needed.
- c) The minimum attendance of student – teacher shall have to be 80% for all course work and practicals and 90% for school internship.

School Internship

School internship would be a part of the broad curricular area of Engagement with the Field and shall be designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skill. The curriculum of B.Ed. shall provide for sustained engagement with learners and the school (including engaging in continuous and comprehensive assessments for learning), thereby creating a synergy with schools in the neighborhood throughout the year. Student – teacher shall be equipped to cater to diverse needs of learners in schools. These activities shall be organized for 4 weeks in the first year of the course.

Students are to be actively engaged in teaching for 16 weeks to the final of the course. They shall be engaged at two levels, namely upper primary (classes VI – VIII) and Secondary (IX-X) or senior secondary, with at least 16 weeks in secondary / senior secondary classes. They should be provided opportunities to teach in school with systematic supervisory support and feedback from faculty.

Internship in school will be for a minimum duration of 20 weeks for two – year programmer (4 weeks in the first year and 16 weeks in the second year as noted above). This should also include, besides practice teaching, an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observation, teacher observation and faculty observations of practice lessons.

Modality of Teaching Practice and Internship

1. Candidates are required to complete 5 micro lesson & at least two simulation classes in each pedagogy subject before going for practice teaching. In addition to this, they are expected to observe the demonstration lesson undertaken by the members of the staff of the college.

Every candidate shall have to undergo practice teaching and internship to 5 full months (20 weeks) in a cooperating school as “ Teaching Practice and Internship” .During this period the candidate shall be attached to a school and he/she shall have to undertake such duties as are assigned to him/her by the principal of the school in both curricular and co-curricular activities. In practice teaching the candidate will teach ten lessons in each method (10+10=20). During internship the candidates shall take 80 periods in the school taking equal number of lesson (40+40) from each of his/her methods opted, under the supervision of the respective teacher/ educator/head of the school or any of the subject teacher in the school who are referred to as “supervising teachers”. During the teaching practice and internship period the lecturers concerned of the college of Education will go round the schools and observe the lessons of each student along with the supervising teachers as assess their lessons jointly. At the end of the teaching practice and internship program, all the students shall show the teaching aids prepared in both the methods subjects and also submit at least 5 teaching aids (practice teaching) and 15 (internship) = 20 each to the teacher educator of the college concerned. A certificate of satisfactory work shall be issued to the candidate by the principal of the cooperating school after completion of teaching practice and internship.

Declaration of Award

Candidate will be awarded class based on the total marks in theory examinations of first year and second year as well as practical examination, Record and Project Works.

- | | |
|---|-------------------------------------|
| ➤ First Class with distinction | : 75 % and Above |
| ➤ First Class | : 60 % and above but less than 75 % |
| ➤ Second Class | : 45 % and above but less than 60 % |
| ➤ Minimum pass marks in Theory papers | : 45% |
| ➤ Minimum pass marks in Practical papers | : 45% |
| ➤ Minimum Pass marks in Practical / Project / Records | : 45% |

Break – up of marks for passing an examination:

Table : - 1

S. No	Details	Grand Total	University Examination	Pass Marks	Sessional Marks	Pass Marks	Aggregate
1.	Courses 1,2,3,8&9	100	80	35	20	10	45
2.	Course having 50 marks	50	40	18	10	5	23

Table : - 2

S. No	Details	Grand Total	Practical Examination	Pass Marks	Sessional Marks	Pass Marks	Aggregate
1.	Optional Paper	50	40	18	10	5	23

Note: - Student must pass separately in sessional, University Examination and Aggregate.

Eligibility for promotion:

1. To get promotion from 1st year to 2nd year one should pass at least in 4 papers out of seven theory papers (course 1 to 7a).
2. A student not promoted to the 2nd year course will have to appear in all the papers in the subsequent examination up to a maximum of 3 attempts.

Provision of grace marks :

Upto 5 marks in any one of the theory papers once in complete course to pass the paper or improve class from 2nd to 1st class only.

Failure Students:

1. Sessional marks will remain the same for three consecutive years.
2. If any student fails in any subject in first year, and promoted to second year, She/he will get chance to clear his/her failure paper(s) in the next examination with junior batch.

Year -1

Course – 1 : Childhood and Growing up:

[100 marks]

Unit I: Growth and Development

- Meaning, Nature and Principle of growth and development.
- Stage of growth and development with respect to physical, motor, social, Emotional, and Cognitive development with reference to –
 - (i) Infancy
 - (ii) Early Childhood
 - (iii) Childhood
- Adolescence - with special reference to the-
 - (i) Needs and problem of the adolescent.
 - (ii) Aspects of growth and development during adolescence (Physical, Emotional, Social and mental)

Unit II: Heredity and environment

Meaning, importance and role of heredity and environment.
Educational implication.

Unit III: Individual difference

Meaning, Nature, areas, Causes.
Influence of individual differences on learning
Educational implications.

Unit IV: Intelligence and creativity intelligence

Nature of intelligence, emotional intelligence
Theories of intelligence
Distribution of intelligence
(i) Gifted (ii) Backward – Slow learner (iii) Mentally Challenged
Creativity:
Meaning and Characteristics
Process and Creativity
Role of the Teachers in enhancing creativity

Unit V: Personality

1. Definition, nature, factors, types, theories.
2. Mental hygiene: meaning, causes of maladjustment, educational programs to promote mental hygiene and defense mechanism.

References:

1. Agarwal J.C : Essentials of Educational Psychology.
2. Bhatia H.R : A textbook of Educational Psychology.
3. Boring E.G.et. : A textbook of Educational Psychology.
4. Chauhan S.S : Advanced Educational Psychology.
5. Chaube S.P : Modern Psychology in the new Education.
6. Crow L.d & Crow A. : Educational psychology.
7. Colem L.E . Bruce W.F : Educational Psychology.
8. Dandekar W.N : Psychology Foundation of Education.
9. Dash M. : Educational Psychology.
10. Demo M.H : Teaching for learning: Applying Psychology in the Classroom.
11. Denis Child : Psychology and Teacher.
12. De Cecco J.P & Crawford W. : Instruction Education Psychology.
13. Dutta N.K : Psychology and foundation of Education.
14. Gange N.L.& Berliner D.L. : Educational Psychology.
15. Hutlock E.B : Development Psychology.

16. Jayswal S.R. : Foundation of Educational Psychology.
17. Kashyap A.C & Pree G.S : Educational Psychology and guidance, Counseling
18. Murthy S.K : Educational Psychology.
19. Pandey K.P. : Advanced Educational Psychology.

Distribution of marks:

Internal Assessment - 20 marks

University Examination - 80 marks

There shall be eight questions from which the examinees will attempt five. Each question will carry equal marks. *5x16 = 80*

Unit I : Meaning and aims of Education, Scope, Nature and function of education, factors influencing aims of education.

Unit II: **Indian constitutional basis of Education:**

- Concept of diversity: At the level of individual, of Religions, Castes, tribes etc.
- Equity, Inequality, Discrimination and Marginalization in the way of Universalisation of Education .
- Critical understanding of the constitutional values related to the aims of education in context of :
 - ❖ Preamble .
 - ❖ Fundamental Rights and Duties of citizens.
 - ❖ Directive principles of state policy.

Unit III: **Background of policy of Education in British India:**

Brief history of policies between 1947 – 64, 1964 – 86 , 1986 and after.

Unit V: **Policy frameworks for public education in India:**

Contemporary Issues and Policies

- A. Right to Education: Sarva Shiksha Abhiyan and thrust towards enrolling and retaining hitherto marginalized children, Role and agency of teachers in the context of universal and inclusive education.
- B. Earlier policies for Universal Elementary Education : Nayee Taleem to integrate life, Work and Education in context of community participation and Development, The response of diverse social groups of India to the spread of modern education in the colonial and post - Independence periods.
- C. Education for marginalized group : Women, Dalits and Tribal People, Nationalist critique of colonial education and experiments.
- D. Liberalization and Globalization of Indian Economy, pedagogic and curricular shift of 1990s and 2000s, Mid day meal Programme and the role of legislative action to ensure nutrition and public space where children eat together.
- E. Current concerns : Plebianisation, Privatization, Stratification of Education

References :

1. Ghosh, S.C (2007) : History of Education in india
2. Sharma Y.K. : The Doctrines of Education.
3. Venkateshwaran S : Principles of Education.
4. Chkratborty J.C. : Modern Education : it's aims & Principles.
5. R. Chopra & P. Jeffery : Educational regimes in contemporary india, Sage.
6. GOI (1996) : Report of the Education commission: Education National development. New Delhi : Ministry of Education.
7. GOI (1986) : National policy of Education.
8. GOI (2009) : The Right of children to free and compulsory education atc , 2009
9. GOI (2011) : Sarva Shiksha Abhiyan – Framework for implementation based on right of children to free and compulsory education act , 2009

N.B. – Visit to e. Book Library (electronic library) & Website

Distribution of Marks:

Internal Assessment - 20 marks

University Examination - 80 marks

There shall be eight questions from which the examinees will attempt five. Each question will carry equal marks. 5x16= 80

Unit I: Learning Process

1. Definition, meaning, characteristics, factors affecting learning curve.
2. Theories of learning.
3. Classical conditioning.
4. Operant conditioning.
5. Trial and error.
6. Insight learning
7. Transfer of learning: definition, meaning, types, theories educational implications.

Unit II: Memory

1. Concept, factors, aids to develop memory.
2. Techniques to motivate children in Classroom.

Unit III: Motivation

1. Concept, types and Maslow's theory.
2. Techniques to motivate children in classroom.

Unit IV: Guidance and Counseling

1. Definition and meaning, differences between guidance and counseling.
2. Types of guidance – personal, educational, and vocational: Aims, needs & techniques.
3. Role of the teacher and school in guidance and counseling.

Unit V: Learning and special children

1. Concept and meaning of special children.
2. Identification of children with (i) Dyslexia (ii) Autism (iii) Attention deficient disorders.
3. Mainstreaming of special children with normal children.
4. Special education programme for these children.

N.B. Psychological Tests (Any Three)

- Intelligence Test.
- Attitude towards Teaching profession (ATTP Scale) by Dr. A.K. Tewar.
- Determine an individual's Personality , i.e. to know about oneself-
“ WHO ARE YOU”
- Division of attention on 2 simultaneous tasks - one Muscular and one mental.
- Educational and Vocational interest test.
- Case study of the Exceptional child.
- Memory test: Whole & part Method, Verbal Learning.

References :

1. Safay R.N. & Bharia B.D : Educational psychology and Guidance, Counseling.
2. Shankar Uday : Advanced Educational Psychology.
3. Soreson H. : Educational Psychology.
4. Skinner C.E. : Educational Psychology.
5. Walia J.S. : Foundation of Educational Psychology.
6. White William F. : Psychological principles applied to classroom teaching.
7. Yelon L and Western G.C. : Teacher world : psychology in classroom.
8. Collins Mary & Drever J. : Experiments psychology.
9. Dandekar W.N. : Fundamental of experimental psychology.
10. Kuppaswami B. : Elementary experiment in Psychology.
11. Praweswaran E.G. & Rao : Manual of Experimental Psychology.
12. Parry john & Adieshaih W. : Experimental psychology
13. Postman L & Introduction : Experimental psychology Egan James P. An
14. Woodsworth R. & scholsberg H : Experimental psychology

- | | |
|-------------------|---|
| 15. Kirk Samuel A | : Educations exceptional children |
| 16. Chauhan S.S | : Education of Exceptional Children. |
| 17. Mangal S.K. | : Educating Exceptional Children. |
| 18. Das M. | : Education of Exceptional Children. |
| 19. Mohin m. | : Teaching's Handbook for Exceptional Children. |

Distribution of Marks:

Internal Assessment - 20 marks

University Examination - 80 marks

There shall be eight questions from which the examinees will attempt five. Each question will carry equal marks. *5x16 = 80 marks*

Unit I: Language Policies

- a) Three language formula.
- b) Constitutional Provisions.
- c) Colonial debates on school language policies.

**Unit II: Strategies for developing language competencies
(Listening, Speaking, and Writing)**

- 1) **Listening** – Pronunciation, Expression, Phonetic, Stress and Intonation.
- 2) **Speaking** - Conversation and Dialogues, Controlled and guided oral work, Free oral. reproduction, Rhythm and Jingles, Word and Sentence stress, Drill.
- 3) **Reading** - Mechanics of reading, Method of teaching reading, (Alphabetical Method, word Method, sentences method), Kind of reading (loud and silent reading) types of reading (intensive & extensive reading).
- 4) **Writing** – Mechanics of Writing, Good handwriting, Teaching of Spellings.

Unit III:- Aspects of language teaching

1. **Techniques:** Discussion, Notation, Questioning.
2. **Methods :** Storytelling, Dramatization, Simulation, Recitation, Song/Action, Appreciation, Comprehension, Summarizing

References :

1. Padma satakopachari : On Education for teaching educators .
2. Raghunath safaya : Hindi Teaching
3. Ramshakal Pandey : Hindi Teaching
4. B.P. Johri, P.P. Pathak : Development of Educational System in India
5. Grellet, F : Developing reading skills : A Practical guide
6. Agnihotri, R.K. : Multilingualism as a classroom recourse to reading comprehension exercises.
7. Piaget, J.(1997) : Development & Learning.
8. M. Gauvain & M. Cole : Reading on the Development of Children.

N.B. – Visit to E Book Library (Electronic Library) & Website

Distribution of Marks:

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be six Questions from which the examinees will attempt only four. Each question will carry equal Marks. 4x10 = 40

Unit I: Philosophical Aspects of Education

1. Western Thinkers

- **John Dewey**
- **Rousseau**

2. Indian Thinkers

- **Swami Vivekanand**
- **Ravindra Nath Tagore**

Unit II:

1. Concept and Scope of Curriculum.
2. Importance, Need and Utility of curriculum.
3. Approaches and Methods of Organizing different pedagogical subjects.
4. Principles of designing curriculum in pedagogical subjects at different stages in School.
5. Current discourses on School curricula (e.g. Purely discipline oriented, not learner oriented).
6. Suggestions/ Guidelines for selection of materials for curriculum.
(e.g. Work related subjects like horticulture or hospitality, need to be creatively developed etc.)

Reference :

1. Great Educators : Ram Babu Gupta.
2. Curriculum Development : S. Arulswamy.
3. On Education for Teacher Educators : Padma Satakopachari.
4. Ideas and Great Western Educators : Chaula and Chaula.
5. Education in the emerging Indian Society : Yadav H.S. & Yadav S.
6. A New approach to Teacher & Education : B.N. Dash.
In the Emerging Indian Society
7. Teaching of Social Study : J.S. Walia.
8. Deng, Z (2013) : School Subjects and Academic disciplines.
9. A Luke, A. Woods, & K. Weir : curriculum, syllabus design & equity.

N.B. - Visit to E. Book Library (Electronic Library) & website.

Distribution of Marks:

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be six questions from which the examinee will attempt only four. Each question will carry equal marks.

4x10 = 40

Unit I:

1. Meaning of Gender, Gender bias and its indicators.
2. Role of women, measures for the uplift of women and removing gender bias with reference to Indian constitution.

Unit II:

1. Sociological basis of Education.
2. Relation between society and Education with special reference to aims of Education, Method of teaching Curriculum.
3. Gendered role of agencies in education: Family, Community, School, Mass Media, Caste religion, culture and popular culture, law and state in challenging gender inequalities or reinforcing gender parity.

Unit III:

1. The Role of teacher in formulating of positive notions of sexuality among young people.
2. Its Impact and issues - perceptions of safety at school, Home and beyond, Identification of sexual abuse / violence and its verbalization, combating the dominant societal outlook of objectification of female body.

Reference :

- | | |
|--|--------------------------------------|
| 1. Education in Emerging India | : S. Gupta (2 nd Edition) |
| 2. Foundations of Education | : Prof. Ramesh Ghanta & B.N. Dash |
| 3. Teacher in Developing Indian Society | : Dr. Ramshakal Pandey |
| 4. Psychological, Philosophical and Sociological foundation of education | : J.C. Agarwal |

Distribution of Marks:

<i>Internal Assessment</i>	-	<i>10 marks</i>
<i>University Examination</i>	-	<i>40 marks</i>

There shall be six questions from which the examinee will attempt only four. Each question will carry equal marks.

4x10=40

PEDAGOGY OF A SCHOOL SUBJECT

N.B. **There will be examination for Course 7a in first year and for course 7b in second Year.**

Course 7a / 7b: **Pedagogy of a school subject – Part I (1/2) & Part II (1/2)** **[50 marks]**

ENGLISH

Unit I: Place of English in India and its Aims.

1. Place of English in India colonial and post colonial perspective.
2. English as a library language, a link language, a language for communication in a globalized Economy, a window to the world, a world language to foster international brotherhood.
3. Aims and objectives of teaching English as a second language at higher/lower Level.
4. The Theories and principles of language learning based on the piaget, Vygotsky, burner and Chomsky.

Unit II: A Method and Approach of Teaching English

1. Grammar cum translation method vs. direct Method.
2. Dr. West's new method & Bilingual Method.
3. Structural approach vs. functional communicative approach.
4. Situational language teaching.
5. Skill of introducing, Questioning, Probing, Explaining, Illustrating.

Unit III:

1. Teaching of prose, Poetry, Grammar, Composition.
2. Difference between prose and Poetry.
3. Important components of lesson Plan.
4. Lesson Plan of Prose, Poetry, Grammar and Composition.
5. Different literary and poetic devices: Rhyme, Rhythm, Simile, metaphor, Alliteration, Punrepetition...Etc.
6. Essential qualification and qualities of an English Teacher.

Unit IV: Audio – Visual Aids in the Teaching of English

1. Need an importance of Audio – Visual Aids.
2. Types of Audio – Visual Aids and its appropriate uses.
3. Language Laboratory.

Unit V: Teaching of Grammar

1. Nature of Grammar
2. **Types :** Educational and Formal.
3. **Methods:** Inductive and Deductive.
4. **Important aspects of English Grammar** – Prefixes, Suffixes, (Inflectional and Derivational) Stress, Intonation, Juncture.

UnitVI:

1. Teaching of Vocabulary.
2. Selection and Graduation of English Vocabulary for Teaching.
3. Vocabulary Games.

Unit VII: Spoken English

1. Phonology – Definition, Organs of speech, Vowels, Consonants, Diphthongs.
2. Stress and Intonation..
3. Practical Work – Use of pronouncing dictionary, pronunciation drill, Reading Phonetic Description.

Unit VIII: Evaluation in English

1. Concept of evaluation.
2. Essentials of a good test.
3. Tools of Evaluation – Oral, Written, Types of Questions.
4. Importance of test and examination.

References:

1. Ahiya N.P. :Teaching of English
2. Bhatia K.K. : New Techniques of Teaching English as a Foreign Language.
3. Bhatia KT : The Teaching of English In India.
Its principles and Technique.
4. Bisht Abha Rani :Teaching English in India.
5. Bose K. : Teaching of English : of Modern Approach.
6. French F.G. : The Teaching of English in A board Part I, II, III.
7. Rishy A.W. : The Teaching of English : Notes & Comments of Teaching.
8. Gokak V.K. : English in India : Its Present & Future.
9. Jain R.K. : Essentials of English Teaching.
10. Kohli A.L. : Techniques of English Teaching.
11. Memon & Patel : Teaching English as a Foreign language.
12. Palmer H.E. : The Principles of Language Study.
13. Sharma K.L. : Method of Teaching English in India.
14. Varghese Paul : Teaching of English as Second Language.

Distribution of Marks:

<i>Internal Assessment</i>	-	10 marks
<i>University Examination</i>	-	40 marks

There shall be Five Long – Answer questions, from which the examinee will attempt three carrying 10 marks each and four short- answers question from which examinee will attempt two carrying 5 marks each.

[3x10=30 & 2x5=10]
Total Marks :40

HINDI

Pedagogy 7a/7b: Pedagogy of school subject - part I (1/2) & part II (1/2)

[50 Marks]

Unit I : fgUnh f'k{k.k IS)kfUrd i{k

- 1- Hkk"kk dh çd`fr] egRo ,oa vf/kxe çfØ;kA
- 2- fgUnh f'k{k.k ds mís';
- 3- fo|ky;h Lrj ij Hkk"kk
- 4- fgUnh Hkk"kk ,oa lkfgR; f'k{k.k dh fof/k;kjA

Unit II : Hkkf"kd ;ksX;rkvk sadk fodkl

- 1- Jo.k] n`'; ,oa ekSf[kd vfHkO;fDr dkS'y dk fodkl
- 2- iBu ;ksX;rk dk fodkl] iBu f'k{k.k dh fof/k;kj &ljoj iBu] ekSu iBu] ledkfyd iBu] lw{e iBu ,oa foLr`r iBuA
- 3- fyf[krvfHkO;fDr {kerk dk fodklA

Unit III : lkfgfR;d fo/kkvksa ,o aO;kdj.k f'k{k.k

- 1- dfork f'k{k.kA
- 2- x/k rFkk x/k dh fofHkUu fo/kkvksa&miU;kl] ukVd] fuca/k] dgkuhA
- 3- O;kdj.k f'k{k.kA

Unit IV : ewY;kadu] fØ;kRed 'kks/k rFkk leqé;u dk;ZA

- 1- fgUnh ikB~; iqLrd leh{kA
- 2- Hkk"kk laçfIir ewY;kaduA
- 3- funkukRed ,oa mipkjkRed dk;Z
- 4- fØ;kRed 'kks/kA
- 5- leqé;u dk;ZA

ç;ksxd dk;Z

- 1- fØ;kRed 'kks/k
- 2- dgkuh dk ukV~; :ikarj.k] vuqokn
- 3- çkstsDV] nr dk;Z
- 4- ç'u i= çk:i ,oaç'u i= fuekZ.kA

References

- | | |
|----------------------|-------------------------------------|
| 1- fujatu dqekj flag | % ek;/kfed fo ky; esa fgUnh f'k{k.k |
| 2- jke'dy ik.Ms; | % fgUnh f'k{k.k |
| 3- jeu yky fcgkjh | % fgUnh f'k{k.k |
| 4- j?kqukFk IQk;k | % fgUnh f'k{k.k fof/k |
| 5- fo'oukFk f=ikBh | % fgUnh lkfgR; dk laf{kIir bfrgkl |

- 6- ds- ih- ih- ik.Ms; % f'k{k k fØ;kRed vuqla/kku
 7- d`".kkxksiky jLrksxh % Hkk"kk IEçfr ewY;kadu
 8- lsaV^{ay} isMxksftdy baLVhV;wV] bykgkckn% mPpj.k f'k{k.k
 9- Mk- d.kZ flag % fgUnh f'k{k.kA

Distribution of Marks:

- Internal Assessment*** - ***10 marks***
University Examination - ***40 marks***

There shall be Five Long – Answer questions, from which the examinee will attempt three carrying 10 marks each and four short- answers question from which examinee will attempt two carrying 5 marks each.

[3x10=30 & 2x5=10]
 Total Marks :40

URDU

Course 7a & 7b: Pedagogy of a School Subject – Part I (1/2) & Part II (1/2) [50 marks]

A. Language

1. Origin and Development of Urdu language in India.
2. Position of Urdu language in the post independent India.
3. Various Formats (Asnaf) of Urdu language and Literature.
4. Aims of teaching language (Psychological and linguistic approach of Language teaching).
5. Aims and Objective of teaching Urdu language.
6. Importance of Mother Tongue in School subject.

B. Methodology

1. Pronunciation in Urdu, Skill in questioning, Example & Explanation.
2. Technique of Urdu teaching.
3. Teaching Urdu Prose, Poetry, Ghazal, Grammar, Essay & Letter Writing.
4. Examination & Evaluation.
5. Importance of Homework in Urdu.
6. Lesson Planning: (Meaning, Importance & Structure) Planning of Prose, Poetry, grammar & Essay.

C. Material

1. Urdu text – Book (Evaluation of existing curriculum).
2. Teaching and reading material.
(Silent, loud, Simultaneous, Extensive & Intensive reading).
3. Audio- Visual Aids in Urdu Teaching.
4. Personality of Urdu Teacher.
5. Co- Curricular activities (Practical activities) in Urdu.
6. Urdu Library.

References:

- | | |
|------------------------|--|
| 1. Ryburn | : Suggestion for the Teaching of Mother Tongue in India. |
| 2. Akhtar Ansari | : Ghazal aur Darse Ghazal. |
| 3. Farmaan Saleem | : Urdu Zaban aur Uski Taleem. |
| 4. Mukhtar Ahmad Makki | : Tadrīs Urdu Usool wa Zawabit : Urdu Adab ki Asnaf. |
| 5. Azaj Ahmad | : Mukhtasar Tarikh Urdu |
| 6. Farman Fatehpuri | : Tadrees Urdu. |
| 7. Moinuddin | : Urdu Zaban ki Tadrīs. |
| 8. K.G. Saiyidain | : Usool Taleem. |
| 9. Sajid Hussain | : Urdu uar Uska Tadrīsī Tariqa. |

Distribution of Marks:

Internal Assessment	-	10 marks
University Examination	-	40 marks

There shall be Five Long – Answer questions, from which the examinee will attempt three carrying 10 marks each and four short- answers question from which examinee will attempt two carrying 5 marks each.

[3x10=30 & 2x5=10]
Total Marks :40

SANSKRIT

Course 7a & 7b: Pedagogy of a School Subject – Part I (1/2) & Part II (1/2) [50 marks]

Unit I: Aims and objective of teaching learning

1. Importance of Sanskrit as language and its status.
2. The Position of Sanskrit in India.
3. The Place of Sanskrit in the school curriculum.

Unit II: Method of Teaching Techniques

1. Prose – Discussion, Narration, Questioning.
Method – Story telling, Dramatization, Simulation.
2. Poetry Method – Recitation, song/ action, Dramatization, discussion, appreciation.
3. Grammar Method – Inductive, Deductive, Play way, Interactive.
4. Composition – Guided Free, Creative, Correction of Composition.

Unit III: Strategies of developing language competencies

1. Listening – Pronunciation, expressive, phonetics, stress on intonation.
2. Speaking – Loud, Silent, chorus, expressive, Speed.
3. Writing – Hand writing Skill, poetic & non Poetic.
4. Extra – Curricular activities of Sanskrit.

Unit IV: Teacher and Text – Book

1. **Teacher** – Qualities, role and responsibilities, professional Growth, Diagnostic Testing and remedial teaching.
2. **Textbook** – Characteristics of a text – Book, critical analysis of a text book.

Unit V: Materials of Instruction of language Teaching

1. **Language Practice** - Assignment, Games, Club, language club.
2. **Uses of technology** – Multimedia centre, OHP, video, tape recorder computer assisted instruction.
3. **Uses of media** – TV, Newspaper, Advertisements
4. **Language – Lab**

References

1. **Dr. Santos Mittal** : laLd`r f'k{k.k
2. **Raghunath Saraya** : laLd`r f'k{k.k
3. **Ramm Narayan Tripathi** : laLd`r v/;kiu fof/k
4. **Ram Shakal Pandey** : laLd`r f'k{k.k
5. **Dr. Karn Singh** : laLd`r f'k{k.k
6. **Dr. Satyadeo Singh, Shashikala Sharma** : laLd`r f'k{k.k

Distribution of Marks:

Internal Assessment - 10 marks
University Examination - 40 marks

There shall be Five Long – Answer questions, from which the examinee will attempt three carrying 10 marks each and four short- answers question from which examinee will attempt two carrying 5 marks each.

[3x10=30 & 2x5=10]
Total Marks :40

PHYSICAL SCIENCE

Course 7a & 7b: Pedagogy of a School Subject – Part I (1/2) & Part II (1/2) [50 marks]

Unit I: The nature and scope of physical science

1. Nature and scope of science.
2. Structure of science, Substantive Structure, Empirical knowledge, theoretical knowledge (Facts, concepts, Hypothesis, theory, Principle, law, syntactic structure of science, scientific enquiry, process of science, Attitude of inquiry).

Unit II: Aims, Values & objectives of Teaching Physical Science

1. Aims and objective of teaching physical science.
2. Importance of physical science in school curriculum.

Unit III: Science Curriculum

1. Definition of curriculum.
2. Principles of curriculum organization.
3. Qualities of a good science text book state & CBSE.
4. Critical review of Physical science text book.

Unit IV: Strategies of teaching Physical science

1. Science teaching – Concepts and meaning of approaches method & techniques.
2. Approach – Inductive, deductive & heuristic.
3. Methods – Lecture, Demonstration, lecture cum demonstration, scientific problem- solving, team teaching.
4. Modern techniques of Science teaching – Brain storming, Quiz, Seminars, discussion, scenario building.

Unit V: Instruction Planning

1. Importance & use of teaching aids.
Visual : - Projected aids, Slides, Film Strips, Transparencies.
Audiovisual: TV, Radio, Film, Projector, Computed (Multimedia)
Audio: - Radio, Tape Recorder.
Non – Projected : - Charts, Models.
2. Maintenance of register in the lab.
3. Lab works & safety procedures.
4. Collection, Improvisation and preservation of apparatus.

Unit VI : Strengthening science teaching

1. Science Club, Eco – clubs, Museum, and Science fairs.
2. Role of Govt. & Non Govt. organization in popularizing science.

Unit VII: Evaluation

1. Concept, Type and importance of Evaluation.
2. Tools of Evaluation.
3. Construction of unit test.
4. Construction of a Question bank.

References:

1. Sharma R.C. : Modern Science Teaching.
2. Sharma & Sharma : Teaching of Science.
3. Kohli Y.K & Siddiqui M.N : Science Teaching Today & Tomorrow.
4. Viadya N. & Rajput J.S. : Reshaping our Schools / Science Education.
5. Jagtap : Science Teaching.
6. Hakim D.D. : Science teaching (Marathi).
7. Rai B.C. : Modern science Teaching.
8. Bandula : Science Teaching
9. Chanda R.C. : Teaching of Science.
10. Jose S. : Science teaching as continuous Enquiry
11. Rowe M.B. : Teaching Science as continuous Enquiry.
12. Mandal : Educational Technology.
13. Usha Rao : Educational Technology.
14. .Publication : Science in Secondary School.
15. Dr. Dubey J.R. & Dr. Singh Ram : Teaching of Physical Science.

Distribution of Marks:

<i>Internal Assessment</i>	-	<i>10 marks</i>
<i>University Examination</i>	-	<i>40 marks</i>

There shall be Five Long – Answer questions, from which the examinee will attempt three carrying 10 marks each and four short- answers question from which examinee will attempt two carrying 5 marks each.

[3x10=30 & 2x5=10]

Total Marks :40

LIFE SCIENCE

Course 7a & 7b: Pedagogy of a School Subject – Part I (1/2) & Part II (1/2) [50 marks]

Unit I : The Nature & Scope of Life Science

1. Meaning, Nature and scope of life science.
2. Importance of life science in school Curriculum.
3. Aims & Objectives of teaching life science.
4. Specifying instructional objectives in behavioral terms.

Unit II: Development of Instructional Material

1. Meaning of unit planning in life science.
2. Step involved in development of teaching unit, determination of teaching points.
3. Unit plan, Lesson Plan.

Unit III: Aids to science teaching

1. Classification of teaching aids.
2. Importance of teaching aids in teaching life science.

Unit IV: Science Curriculum, Science library and text books.

1. Concept, scope and principles of curriculum constructions in life science.
2. Significance of good science library and selecting of books.
3. Characteristics of good science book.
4. Evaluation of the text book.

Unit V: Approaches & Methods of teaching Life Science

1. Enquiry, Problem solving, Lecture cum demonstration, Laboratory, Project, Assignment, Team teaching, Workshops.

Unit VI: Planning and Management of Science Laboratory

1. Planning and organizing laboratory for practical and teaching of life science.
2. Safety in Bio – laboratory.
3. Maintenance of Science records & Registers.

Unit VII: Evaluating outcome of science teaching

1. Concept of Evaluation.
2. Steps in construction of objective based test.
3. Devising & Adopting Assessments procedure.

References:

- | | |
|--------------------|--|
| 1. Agarwal, D.D | : Methods of teaching Biology. |
| 2. Bhaskar Rao, D | : Teaching of Biology. |
| 3. Clark, Julia V. | : Redirecting Science Education. |
| 4. Mohan, Radha | : Innovative Science Teaching. |
| 5. Vaidya, N. | : Science Teaching for the 21 st Century. |
| 6. Sood, T.K. | : New Direction to Science teaching. |
| 7. Mayal, S.K. | : Teaching of Physics & life Science. |
| 8. Pahuja Sudha | : Teaching of Biological Science. |

Distribution of Marks:

<i>Internal Assessment</i>	-	<i>10 marks</i>
<i>University Examination</i>	-	<i>40 marks</i>

There shall be Five Long – Answer questions, from which the examinee will attempt three carrying 10 marks each and four short- answers question from which examinee will attempt two carrying 5 marks each.

$$[3 \times 10 = 30 \text{ \& } 2 \times 5 = 10]$$

Total Marks :40

Unit I: Nature of Mathematics

1. Understanding the nature of Mathematics, specially the role of Axioms, hypothesis, postulates & operations.
2. Contribution of any two mathematicians (Aryabhata, Ramanuja, Euclid, Pythagoras).
3. Importance of Mathematics in Life.
4. Maths across the Curriculum – its relation with other disciplines.

Unit II:

1. Aims & objectives of Mathematics.
2. Methods / techniques of teaching Maths – inductive, deductive, analytic, synthetic, problem solving, lecture cum demonstration, drill, assignments, graded presentation.

Unit III:

1. Special programme & motivational schemes for gifted children.
2. Diagnosis causes and remedies of backwardness in mathematics.

Unit IV: Mathematics Teacher

1. Qualities and Qualifications.
2. Professional growth.
3. Difficulties faced by the teacher and suggestive measures to overcome them.

Unit V: Curriculum and Text Book of Mathematics

1. Critical study of syllabus of different stages in accordance with the theoretical principles of curriculum construction.
2. Organization of content on the basis of topical and concentric approaches.
3. Characteristics of a good text book of Mathematics.
4. Evolution of text Books (std V to XII).

Unit VI:

1. Mathematics room & its equipments, Math laboratory.
2. Co- Curricular activities: game, Quiz, Puzzles, Visits, talks.
3. Organization & importance of maths Club.

Unit VII: Instructional Material

Types, Importance, uses with special reference & following visual aids.

1. Projected aids – slides, Transparencies.
2. Non – Projected – Charts, Models, Boards, Calculators.
3. Audio Visual – T.V. video.

Unit VIII:

1. Making a lesson plan and Construction of an achievement test in mathematics.
2. Designing of some experimental Projects in Maths.

Unit IX:

1. Popularizing mathematics.

References:

1. Haggarty Lind : New idea of Teacher Education : a Mathematics Framework.

2. Bangal, S.K. : A Text Book on Teaching mathematics.
3. Butler & Wren : Teaching a Secondary Maths.
4. Yong : Teaching of Mathematics.
5. Davis : Teaching of Mathematics.
6. Sidhu, Kulbir Singh : The Teaching of Mathematics.
7. Wider, She : Learning to Teach Mathematics in School.
8. Kulshetha, A,K : Teaching of Mathematics..
9. James, Anice : Teaching of Mathematics.
10. \Banga, Chaman : Teaching of Mathematics.
11. Shukla, C.. : Teaching of Mathematics.

Distribution of Marks:

<i>Internal Assessment</i>	-	<i>10 marks</i>
<i>University Examination</i>	-	<i>40 marks</i>

There shall be Five Long – Answer questions, from which the examinee will attempt three carrying 10 marks each and four short- answers question from which examinee will attempt two carrying 5 marks each.

[3x10=30 & 2x5=10]

Total Marks :40

HOME SCIENCE

Course 7a & 7b: Pedagogy of a School Subject – Part I (1/2) & Part II (1/2) [50 marks]

Unit I: Meaning and scope of Home science

1. Meaning, Nature of Home Science and its place in the secondary school.
2. Aims & objective of teaching home Science at senior secondary level.
3. Importance and scope of Home Science.

Unit II: Methods and Approaches of Teaching Home Science

1. Discussion Method.
2. Lecture and question and answer method.
3. Project method.
4. Problem solving method.
5. Demonstration method.
6. Laboratory method.
7. Dramatization and field trips.

Unit III: Teaching learning process in Home Science

1. Teaching of child Development.
2. Teaching of food, health and Nutrition.
3. Teaching of textile and Clothing.
4. Teaching of Home management.

Unit IV: Audio Visual Aids in teaching Home Science

Unit V: Home Science Teacher

1. Qualities of Good home science teacher.
2. Role of Home Science Teacher.

Unit VI: Curriculum Contentions

1. Concepts, Principles, basis and Measures.
2. Curriculum of Secondary School stage.
3. Unit Planning – meaning, Importance, Steps, advantages.

Unit VII: Lesson Planning

1. Concept of planning for Home Science teaching.
2. Various steps of Lesson Planning.

Unit VIII: Evolution in Home Science Teaching

1. Concept of measurement and evaluation.
2. Criteria of good evaluation.
3. Preparation of blue print in evaluation.

References:

- | | |
|----------------------------|---|
| 1. Chandra arvinda | : Fundamentals of Teaching Home Science |
| 2. Das, R.R. & Ray Bimla | : Teaching of Home Science |
| 3. Devdas R.P. | : Teaching of Home Science |
| 4. Sukhiga S.P. & Mahnotra | : x`gfoKku |
| 5. Shery S.P. | : x`gçcU/k o O;oLFkk |

Distribution of Marks:

Internal Assessment - 10 marks
University Examination - 40 marks

There shall be Five Long – Answer questions, from which the examinee will attempt three carrying 10 marks each and four short- answers question from which examinee will attempt two carrying 5 marks each.

*[3x10=30 & 2x5=10]
Total Marks :40*

HISTORY METHOD

Course 7a & 7b: Pedagogy of a School Subject – Part I (1/2) & Part II (1/2) [50 marks]

Unit I: Concept of History

1. Concept of History, Aims and objectives of Teaching History, Place and importance of Teaching the Subject at Secondary and Higher Secondary level of Education.

Unit II: Methods

1. Method of Teaching – story telling, Dramatization and role Play, Lecture, Discussion, Sources, Question & Answer, Project, Self Study, Assignments, Supervised Study.

Unit III: Co- Relation with other Subject

1. Co – Relation with other school subjects, Geography, Literature, Philosophy, Science, Economics, Political Science, (Civics).
2. Scientific approach to Teaching the Subject
 - Concept based Teaching.
 - Generalization based teaching.
 - Maxims of Teaching – known to unknown, simple to complex, concrete to abstract.

Unit IV: Co – Curricular Activities

1. Importance and organization of Co-Curricular activities, Clubs, Visits, Celebration of day of National importance and festivals.
2. Knowing history through Excursion , Museum.
3. History room needs, Equipments, Maintenance.

Unit V: Qualities of Teacher

1. Qualities and qualifications of good History Teacher, Challenges faced by the History Teacher in the present day context.

Unit VI: Instructional Materials and teaching aids – types and importance

1. Visual – CB, Charts, Pictures, Graph, Maps, Globes, Models, Flannel Board.
2. Auditory – Radio, Gramophone, Phonograph Records.
3. Audio Visual – TV. Motion pictures, Films.
4. Miscellaneous - Booklets, newspaper, Magazine, Computer assisted Instructions.

Unit VII: Examination and Evaluation of History

1. Planning of History Lesson.
2. Unit Planning.

References :-

1. Ghosh, K.D. : Creative Teaching of History, Bombay.
2. NCERT : Teaching History in Secondary School.
3. Vajreshwari, R. : A Hand book of History Teachers
4. Tyagi, Guru Sharan Das : bfrgkl f'k{k.k
5. Kocher, S.K. : Teaching of History.
6. Sharma, R.A. : bfrgkl f'k{k.k

Distribution of Marks:

<i>Internal Assessment</i>	-	<i>10 marks</i>
<i>University Examination</i>	-	<i>40 marks</i>

There shall be Five Long – Answer questions, from which the examinee will attempt three carrying 10 marks each and four short- answers question from which examinee will attempt two carrying 5 marks each.

*[3x10=30 & 2x5=10]
Total Marks :40*

CIVICS METHOD

Course 7a & 7b: Pedagogy of a School Subject – Part I (1/2) & Part II (1/2) [50 marks]

Unit I: Meaning and Scope of Civics / Political Science.

Unit II: Aims & objective of Teaching Civics at Various stages of Education.

Unit III: Relation of civics with other social Sciences.

Unit IV: Curriculum of Civics in School, Meaning, definition, Principles, Curriculum Principle of Selection Organization of curriculum.

Unit V: Method of Teaching : Unit method, Source method, Discussion method, Problem method, Project Method, Socialized Recitation method.

Unit VI: Audio Visual Aids in Civics.

Unit VII: Civics Room, Museum and Club.

Unit VIII: Textbook and reference book in Civics.

Unit IX: Civics Teacher.

Unit X: Examination & Evaluation in Civics.

Unit XI: Practical Activities in Civics (Youth Parliament, UNO etc.).

Unit XII: Planning of Civics Lesson.

Unit XIII: Concept of Citizenship and its importance on present day social order.

Reference :

- | | |
|---|--|
| 1. R. Tripathi & K. Trpathi | : Teaching of Civics |
| 2. Rai B.C. | : Method of Teaching Civics |
| 3. N.R. Sexena, B.K. Mishra
P.K. Mohanty | : Teaching of Civics |
| 4. J.S. Walia | : Teaching of Social Studies |
| 5. Kochar S.K. | : Teaching of Social Studies |
| 6. Sxena N.R. | : Teaching of Civics |
| 7. Yadav Nirmal | : Teaching of Civics & Political Science |
| 8. Binning & Binning | : Teaching of Social Studies |
| 9. Mital H.C. | : Teaching of Social Studies |
| 10. Tyagi G. | : ukxfjd'kkL= dk f'k{k.k |
| 11. Kshtriya K. | : ukxfjd'kkL= dk f'k{k.k |
| 12. Singh Rampal | : ukxfjd'kkL= dk f'k{k.k |
| 13. Sharma B.L. | : lkekftd foKku dk f'k{k.k |
| 14. Agarwal N.N. | : Teaching of Political Science |
| 15. Buch H.B. | : Improving instruction in civics |
| 16. Sufia Maharotra | : ukxfjd'kkL= dk f'k{k.k |
| 17. White F.M. | : Teaching of Modern Economics |
| 18. Mouley & Rajput | : ukxfjd'kkL= dk f'k{k.k |

Distribution of Marks:

Internal Assessment - **10 marks**

University Examination - **40 marks**

There shall be Five Long – Answer questions, from which the examinee will attempt three carrying 10 marks each and four short- answers question from which examinee will attempt two carrying 5 marks each.

[3x10=30 & 2x5=10]

Total Marks :40

ECONOMICS METHOD

Course 7a & 7b: Pedagogy of a School Subject – Part I (1/2) & Part II (1/2) [50 marks]

Unit I: Economics and its Aims

1. Nature, Scope, Importance of Economics, Aims & objectives of Teaching at secondary and Higher Secondary level.
2. Co-relation of Economics with Mathematics, History, Geography, Science, and Language.

Unit II: Approaches to teaching Economics Methods

(Importance, Procedure, Advantage, and Limitations)

1. Lecture cum discussion method.
2. Project method.
3. Project solving method.
4. Symposium.
5. Self Learning.
6. Dramatization.

Unit III: Pedagogical Analysis (in relation to core elements given in NPE 1986)

1. Unit Analysis.
2. Instructional Objectives and procedure.
3. Planning in Economics.

Unit IV: Economics curriculum and its objectives

1. Meaning of Curriculum.
2. Importance of Economics Curriculum at the School: Secondary & Higher Secondary stage.
3. Principles and Organization of Curriculum.
4. Innovations in Curriculum.

Unit V: Economics Teacher

1. Qualities and qualification.
2. Role and responsibility.
3. Professional Growth.
4. Diagnostic testing and remedial teaching.

Unit VI: Facilities and Equipments

1. Instructional material and teaching aids
 - i. Visual : Chalkboard, Chart, Pictures, Graph, Maps, Globes, Objects, Models, Specimens and Flannel Board.
 - ii. Auditory : Radio, Recorders.
 - iii. Audio Visual: Television, Motion Picture, Film.
 - iv. Miscellaneous : Booklets, Newspapers, magazines.
2. Computer assisted instructions.

Unit VII: Examination & Evaluation in Economics.

References:

1. Rai B.C. : Method teaching of Economics.
2. Sharma K. : Teaching of Economics
3. Siddiqui : Teaching of Economics
4. Yadav A : Teaching of Economics
5. Aggarwal J.C. : Teaching of Economics : A Practical Approach.

- | | |
|------------------------------------|---------------------|
| 6. Rao Ji Kamlesh | : vFkZ'kkL= f'k{k.k |
| 7. Singh Rampal / Kumar Dharmendra | : vFkZ'kkL= f'k{k.k |
| 8. Tyagi gursharandas | : vFkZ'kkL= f'k{k.k |
| 9. Rao ji Kamlesh | : vFkZ'kkL= f'k{k.k |
| 10. Malik D. S. | : vFkZ'kkL= f'k{k.k |
| 11. Gupta Renu | : vFkZ'kkL= f'k{k.k |

Distribution of Marks:

Internal Assessment - **10 marks**

University Examination - **40 marks**

There shall be Five Long – Answer questions, from which the examinee will attempt three carrying 10 marks each and four short- answers question from which examinee will attempt two carrying 5 marks each.

[3x10=30 & 2x5=10]

Total Marks :40

GEOGRAPHY METHOD

Course 7a & 7b: Pedagogy of a School Subject – Part I (1/2) & Part II (1/2) [50 marks]

Unit I: Nature and Scope of Geography

1. Unique position of Geography among social sciences.
2. Geography as a bridge between arts and science.

Unit II: Aims & Objectives of Geography as a means to

1. Understand the life of Man and his environment.
2. Develop a balance understanding of the people of the world.
3. Create awareness of relationship between resources and over population.
4. Study of the Earth as the home of man and the interaction between man and his environment.

Unit III: Concept of Geography

1. Geography in the description of the earth.
2. Study of landscape – physical and cultural.
3. Science of Distribution on the earth.

Unit IV: Planning the geography curriculum, Its importance, Basic principles and techniques of curriculum construction for different levels.

Unit V: Correlation of Geography with other subjects.

Unit VI: Local Geography : Its Meaning , Significance and usefulness.

Unit VII: Method of Teaching Geography

1. Storytelling, Text Book, observation & direct, Laboratory, Regional & Comparative Project Discussion Method.
2. Lesson planning in geography teaching.

Unit VIII: Geography Teacher.

Unit IX: Teaching Aids: Kind, importance, Chalk Board, Globes, Maps, Atlas, Charts, Models, Picture, and Projected Aids.

Unit X: Methodology : Instruments and sample Survey, instruments types, and uses.

Unit XI: Geography Room : Laboratory, Geography Museum, excursion – Their importance& Equipment.

Unit XII: Environment Pollution : A Geographical Problem.

Unit XIII: The Importance of Audio – Visual in Geography.

Unit XIV: Examination, Evaluation and measurements in teaching geography.

References:

1. R.P. Singh : Teaching of Geography
2. J.P Verma : Teaching of Geography
3. J.C.Bhattacharya : Hkwxsky v/;kiu
4. R. Tripathi : Hkwxksy f'k{k.k
5. Sanjay Dutta & O.P. Garg : Teaching of Geography

6. Ram Bachhan Rao : Hkwxksy f'k{k.k esa u, v;/k;
7. Yadav Siyaram : Hkwxksy f'k{k.k
8. Singh swindra : Hkwxksy f'k{k.k
9. Singh Sachidananda : Hkwxksy f'k{k.k
10. Pandey raushakal : Geography Teaching.
11. Yadav Hiralal : Teaching of Geography.
12. Singh Sabindra : Teaching of Geography.

Distribution of Marks:

Internal Assessment - **10 marks**

University Examination - **40 marks**

There shall be Five Long – Answer questions, from which the examinee will attempt three carrying 10 marks each and four short- answers question from which examinee will attempt two carrying 5 marks each.

[3x10=30 & 2x5=10]

Total Marks :40

COMMERCE METHOD

Course 7a & 7b: Pedagogy of a School Subject – Part I (1/2) & Part II (1/2) [50 marks]

Unit I : Concept of Commerce

1. Meaning need and scope of commerce.
2. Importance of the subject.
3. Aims and objectives of teaching at Secondary and Higher secondary Level.
4. Co – relation with other subject like Business Maths, Economics, Geography, Book Keeping, Science language

Unit II: Planning

1. Lesson planning, Unit Planning, Annual Planning, with objectives, procedures and evaluation,

Unit III: Method of Teaching

1. Expository based – Lecture, Debate, Discussion, Story Telling.
2. Discovery based – Experimental, Inquiry, Problem solving.
3. Activity based – Simulation / gaming, survey, Case study, Project.
4. Individualized instructive based – computer assisted instruction modular, mastery learning, Dalton plan.
5. Group dynamics based – Seminars, Conference, Panel discussion, Symposium.

Unit IV: Text book in Commerce

1. Characteristics, Importance of text books.
2. Criteria for their selection.

Unit V: Commerce Teacher

1. Qualification and training, Qualities.
2. Roles and responsibilities.
3. Professional Growth.

Unit VI: Co – Curricular Activities

1. Objectives, Importance, Principle of organization.

Practical Visits / Assignment:

 Sock Exchange, Bank, Insurance Company, Department Store, Mall, Account/Commerce Club and Its activities.

References

1. Khan Maha Sharif : The Teaching of Commerce.
2. Singh M.N : Methods and Technique of Teaching Commerce Subject.
3. Rao Seema : Teaching of commerce.
4. Dr. Singh R.P. : Teaching of commerce.
5. Dr. Kumar Mukesh : okf.kT; f'k{k.k
6. Sharma B.L. : okf.kT; f'k{k.k
7. Mittal Amit : okf.kT; f'k{k.k
8. Pal Hansraj : okf.kT; f'k{k.k
9. Tomer Sinjiv : Teaching of commerce.
10. Gupta Rainu : Teaching of commerce.
11. Aggarwal J.C. : Teaching of commerce.

Distribution of Marks:

Internal Assessment - **10 marks**

University Examination - **40 marks**

There shall be Five Long – Answer questions, from which the examinee will attempt three carrying 10 marks each and four short- answers question from which examinee will attempt two carrying 5 marks each.

[3x10=30 & 2x5=10]

Total Marks :40

1. The role of language and the pedagogy of reading and writing.
2. The aims of the readings interactively – individually and small groups.
3. Different types of reading skills and strategies: Narrative texts, Field Notes, Ethnographies.
4. Expository Texts: Learn to make prediction, check their prediction, answer questions and Summarize them, responding to a text with one's own opinions or writing within the context of other's ideas.

Possibilities of Practical work :

- Read and respond to a variety of texts in their own ways (creative or critical).
- Learn to think together depending on the text and purpose of reading.

Important (Student will prepare project reports and Files)

References:

1. Agnihotri R.K. : Multilingualism as a classroom recourse.
2. Anderson, R.C (1984) : Role of the reader's schema in comprehension, Learning & Memory
3. Delpit, L.D. (2012) : The silenced dialogue: power and pedagogy in educating other people's children.
4. Dr. Arya Sharma : Teaching of English..

N.B. - Visit to E-book Library (Electronic library) and Website.

Distribution of Marks:

Student will be required to prepare at least three projects covering the components in the paper, which will carry 50 marks. The project reports as well as the knowledge of the student shall be assessed jointly by one external and one internal examiner.

Note: - Micro Teaching, Demonstration, simulation classes will be organized according to convenience of the institution concerned.

1. Aims and objectives of teaching art and drama in schools.
2. Place of arts in school education – child art, its characteristic.
3. The art teacher: Role, areas of activities viz. Environment, Participation in life, Visit to the place of art.
4. Method of teaching art/ drama.
5. **Activities related to Drama / Art –**
 - Organization of School exhibition.
 - Art exhibition with different articles and waste material.
 - One act play, Role play and Cultural show.
 - Preparation of teaching aids, articles of decoration.

Important: *(Students will prepare projects reports and files)*

References:

1. Armstrong, M. (1980) : The practice of art and the growth of Understanding.
2. Davis, J.h (2008) : Why are schools need the arts.
3. Heathcote, D. & Bolton G. (1995) : Drama for learning.
4. John, B. Yogin, C. & Chawla, R. (2007) : Playing for real : Using drama in the Classroom.
5. Prasad, D. (1998) : Arts as the basis of education.

Note: -Visit to E. Library (electronic library) & website.

Distribution of Marks:

Student will be required to prepare at least three projects covering the components in the paper, which will carry 50 marks. The project reports as well as the knowledge of the student shall be assessed jointly by one external and one internal examiner.

Unit I:

- a) Concept of ICT or ICT in education: Definition, Its Nature, Aims and objectives and importance of ICT.
- b) Education Technology and ICT.

Unit II: Teaching Learning Materials

- a) Audio materials, visual and audio visual materials.
- b) Project and non Project materials.
- c) Computer, E – mail, Internet.

Unit III:

- a) Emerging communication, communication satellite, Teleconferencing, Interactive Broadcasting, language lab mobile service.

Unit IV:

- a) Computer in teaching learning.
- b) Computer in Evaluation.
- c) Computer in Educational Administration.

Practical: (Each student will prepare at least one power Point presentation and computerized assignment).

Important: (*Students will prepare project reports and files*)

Reference:

1. Mohanty J. : Education Technology & Communication Media.
2. Mohanty J. : Education Technology.
3. Kulkarni S.S. : Introduction to Education Technology.
4. Kumar K.L. : Education Technology.
5. Sampath K. Pannirselvam
A.Santhanam S. : Introduction to Educational Technology.
6. Balia J.S. : Education Technology
7. Rajeseker S., Vanaja M. : Computer Education.
8. Kulsrshtha S.P. : Foundation of Education Technology.
9. Sharma R.A. : Educational Technology and management.
10. Aggarwal J.C. : Education Technology and management.

Distribution of Marks:

Students will be required to prepare at least three projects covering the components in the paper, which will carry 50 marks. The project reports as well as the knowledge of the shall be assessed jointly by one external and one internal examiner.

Year – 2
PEDAGOGY OF A SCHOOL SUBJECT

N.B. There will be examination for course **7b in second Year.**

Course 7b: Pedagogy of a School subject – Part II (1/2) [50 marks]

N.B. Content Test - Class VII to X and XI to XII

(The institutions will take content test of Secondary school syllabus before sending the students for school internship)

School Internship [150 marks]

Course 8: Knowledge and Curriculum [100 marks]

Unit: Curriculum, Aims and objectives:

1. What is curriculum, syllabus / text book?
2. Aim and objective of curriculum.
3. Principles and procedures of curriculum construction.
4. Relationship between curriculum and syllabus.

Unit II: Designing of Curriculum:

1. Role of state and school in designing curriculum with reference to its activities, rules, discipline and time table.

Unit III: Epistemological bases of education:

1. **Epistemological basis: Differences between**
 - Knowledge and school.
 - Teaching and training.
 - Knowledge and information.
 - Reason and belief.
2. **Child centre education – activity, Discovery, dialogue with reference to philosophy of Gandhi and Tagore, Dewey and Plato.**

Unit IV: Concept of: Nationalism, Universalism, Secularism and their interrelationship with education with reference to Tagore and Krishnamurti.

Unit V: Philosophical basis of Education Indian and western thinkers.

Indian Thinkers: - Gandhi, Tagore, Vivekananda, Aurbindo.

Western Thinkers: - Rousseau, Froebel, Pastalozzi, John Dewey.

Unit VI: Social bases of education:

1. Social bases of education in the context of society, culture and modernity.
2. Historical change introduced by industrialization, Democracy, Idea of Individual autonomy.
3. Education in relation to modern values:-
 - Equity and equality.
 - Individual opportunity and social justice and dignity with reference to Ambedkar.

References:

1. Deng, Z (2013) : School subjects and academic disciplines.
2. A. Luke. A.Woods. & K. Weir : Curriculum, Syllabus design & equity.
3. Curriculum Development : S. Arulswamy.
4. Great Educators : Ram Babu Gupta.
5. Ideas and Great Western Educators : Chaula and Chaula
6. Apple, M.W. (2008) : Can Schooling contribute to a more just society?
: Education citizenship and social justice.
7. Apple, M.W.Beane, J.A(2006) : Democreatic schools : Lessons in powerful Education.
8. Education in Emerging Indian social : Dr. J.S. Walia
9. Education in Emerging Indian social : Dr. G. Singaravelu.
10. Foundation and development of
Education in Emerging Indian society : N.R. Swaroop Sexena, Dr. Hari Shankar Singh (2013).
11. Curriculum Development : Dr. S.Arulsamy.
12. Education in emerging India : S.Gupta.
13. On Education for teacher Educators : Padma Satakopopachari.

N.B. - Visit to E – Book Library (Electronic library) & Website.

Distribution of marks:

Internal Assessment - 20 marks

University Examination - 80 marks

There shall be eight questions from which the examinees will attempt five. Each question will carry equal

Marks.

[5x16=80]

Unit I: Significance of Evaluation in teaching learning process:

1. Definition and meaning of evaluation, differences among measurement, assessment and evaluation.
2. Scale of measurement: nominal scale, ordinal scale, interval scale and ratio scale.
3. Approaches of evaluation: Formative and summative, Criterion referenced and Norm referenced evaluation, internal and External evaluation.
4. Instructional objectives and their specification in behavior terms.
5. Bloom's and Anderson's taxonomy of educational objectives in cognitive, affective and psychomotor domain.

Unit II: Techniques and tools of Evaluation:

1. Meaning of testing and interpretation of test results.
2. Techniques of Evaluation: Self Reporting, Observation, peer rating and sociogram.
3. Tools of testing – rating scale, Inventories, anecdotal record, Interview schedules and cumulative record cards.

Unit III: Lerner Evaluation Process:

1. Construction of teacher made achievement test – Design, blue Print, preparing the question Paper and marking Scheme, Steps in standardizing and achievement test.
2. Different types of questions.

Unit IV: Statistics: Interpretation and significance:

1. Concept and types of statistics.
2. Utility of statistics in teaching – learning process.

Unit V: Tabulation of data its graphical representation:

1. Classification and tabulation of un – grouped and grouped data.
2. Graphical representation of data: histogram, frequency polygon, cumulative frequency Curve, Pie chart and ogive.
3. Application of various graphical representations of data.

Unit VI: Measures of central tendency:

1. Mean, Median and Mode: correlation co-efficient their nature and characteristics.
2. Methods of calculation and their application to test Scores.

Unit VII: Measure of Dispersion:

1. Range, Quartiles Deviation, mean deviation and Standard Deviation Nature and significance.
2. Methods of calculation and their application to test graphical.

Unit VIII: Measures of Relative Position:

1. Percentiles and quartiles – nature and significance.
2. Methods of calculation – statistical and graphical.

References:

1. Axon A, & Axon E.N. : Statistics for Psychology.
2. Asthana B. : Measurement and Evaluation in Psychology and Education.
3. Bhatnagar A B & Bhatnagar M. : euksfoKku vkSj f'k{kk esa ekiu ,oa ewY;kadu
4. Dash B.N. & Dans N. : Educational Measurement, Statistics and guidance Service.
5. Garrett H.E. : Statistics in psychology and Education.
6. Guillford J.C. & Fruchter B. : Fundamental statistics in Psychology and education.
7. Gupta S.P. : f'k{kk rFkk euksfoKku esa vk/kqfud ekiu rFkk ewY;kadu
8. Lal J.P. : Educational Measurement and Evolution.
9. Linn R.L. & Miller M.D : Measurement and assessment in Teaching.
10. Sharma R.A. : ekiu ,oa ewY;kadu
11. Sharma R.A. : Essentials of measurement in Education a and Psychology.
12. Sharma R.A. : Elementary Statistics in Education and psychology.
13. Sharma R.A. : Advanced statistics in Education and psychology.
14. Sharma T.R. & Bhargav V. : Elementary statistics in education and psychology.
15. Singh L.S. : ekiu ewY;kadu ,oa lkaf[;dh
16. Smith D. : Measurement and Evaluation in secondary school.
17. Thorndike R.L. & Nagen H. : Measurement and Evaluation in psychology and Education.
18. Vashist S.R. : Practice and Educational Evaluation.
19. Vashist S.r. : Theory of Education Measurement.
20. Verma R.P.

Distribution of Marks:

Internal Assessment - 20 marks

University Examination - 80 marks

There shall be eight questions out of which the examinees will attempt any five. Each question will

Carry equal Marks.

[5x16=80]

Unit I: Meaning, Nature and scope of inclusive education:

1. Meaning and scope of Inclusive Education / Special education.
2. Inclusive Education in different perspectives:-
 - a) Historical perspective
 - b) Meaning of normality.
 - c) Meaning of Exceptionality
 - Quantitative Concept
 - Qualitative Concept
 - Statistical Concept
 - Medical Concept
3. Aims/ Objective of creating an inclusive school.
4. Definition of “disability” and “Inclusive” within the education framework (NPE 1986, UNESCO 1989, RTE Act 2009).
5. Need and importance of Inclusive education.

Unit II: Learning disabilities and Educational adaptation:

1. Historical background and definitions of learning disabilities.
2. Characteristics of Learning disabled children:-
 - a) Cognitive
 - b) Educational
 - c) Physical
 - d) Behavioral
 - e) Communication
3. Types of learning disabilities.
4. Teaching of learning disabilities.
5. Treatment of learning disabilities:-
 - a) Behavior guidance method
 - b) Cognitive behavior modification
6. Adaptation teaching methods :-
 - a) Improving basic skills
 - b) improving classroom behavior
 - c) Improving social behavior

Unit III: Instructional and assessment procedure

1. Components of effective Instruction.
2. Individualized education Programs.
3. Special teaching method.
4. Special instructional adaptation.
5. Special procedure in special education.
6. Techniques of assessment in special education.
7. Behavior assessment in special education.

References:

1. Educating Exceptional children : S.K. Mangal
2. An introduction to special education : Walia J.S.
3. Foundation of educational psychology : M.S. Ansari (2008).
4. Special education : Index for inclusion : Developing learning & Participation in school.
5. Booth, T.& Aniscow, M. (2000) : Policy guidelines on inclusion in education.
6. UNESCO, (2009)

Distribution of marks

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be six questions from which the examinees will attempt only four. Each question will carry Equal marks [4x10 = 40]

Optional Course (1/2)

Course 11: Vocational / Work Education:

[50 marks]

GARDENING

Unit I: Gardening:

1. Concept, need and importance of work experience with special emphasis on Gardening.
2. Objective of teaching gardening in schools.
3. Method of teaching.
4. Evaluating student work.

Unit II: Materials and Tools:

1. Seeds, cutting and grasses: Types, uses and resources.
2. Pots, types, uses and resources.
3. Mature & equipments - Sources, function and uses.

Unit III: Content enrichment:

1. Soil classification texture and structure.
2. Methods of preparation:
 - a) Sexual and vegetative.
 - b) Cutting, Lying, grafting and budding.
 - c) Ornamental gardening –
 - i. Ornamental Plants: Types and their classification.
 - ii. Techniques of growing vegetables.
 - b) Kitchen gardening
 - i. Vegetables : types, (Seasonal & perennial).
 - ii. Techniques of growing vegetables.

Practical Work

1. Preparing the compost.
2. Pot Culture – filling and preparing pots for sowing seeds and plants.
3. Plants Preparation - stem cutting, Budding, Grafting and laying.
4. Planting and Pruning different kinds of hedges.
5. Preparing bonsai of common plants like peepal, Bargad, Pilkhan, Bougainvillea, Mango.
6. Project collection and pasting picture of common flowering plants, their sowing techniques and seasons of flower.

References

1. Swamienger Gopal K.S. : Complete gardening in India.
2. Parthasarthy ICAR : Handbook of Agriculture.
3. Upadhyaya K.D. : “Plant” Protection (Insect, Pest)
4. Srivastav K.P. : A textbook of Applied Entomology.
5. Fisher Sue. : Garden Colour.
6. Trivedi P.P. : Home Gardening.
7. Pavey A. Graham : Flower Gardens
8. Pavey A. Graham : Container Gardens.

Distribution of marks

Internal Assessment	-	10 marks
University Examination (Practical)	-	40 marks

Note: Practical examination shall be conducted and evaluated jointly by one external & one internal Examiner.

BASICS OF COMPUTER**Unit I: Fundamentals of computers:**

1. Introduction, Characteristics of computers.
2. Essential Components of Computer.
 - Input unit
 - Central Processing Unit.
 - Output Devices.
3. Types of Memory, Storage devices.
4. Computer Language (Assembly, Machine, High level).
5. Uses & Application of Computer.

Unit II: Introduction to operating system:

1. Components & types of Operating system.
2. Basics of MS Windows.
3. Components of Windows.
4. Advantages of Windows.

Unit III: Introduction to MS – Office

1. **Microsoft word:**
 - Introduction, Components of word documents, Basics of word processing.
 - Saving/opening new documents/ files in different location (drives).
 - Text Editing, Spell check, Insert Picture, Word Art.
 - Text Printing, Mail Merge.
2. **Microsoft Excel**
 - Introduction, components of excel.
 - Enter & edit data in Excel worksheet.
 - Statistical application.
 - Function.
 - Graphical representation, How to create/draw graph.
 - Standard statistical function.
3. **Microsoft Power Point:**
 - Introduction, application.
 - Creating & viewing a presentation.
 - Clip art.
 - Editing the presentation.
 - Slide show.

Unit IV: Introduction to Internet & E – Mail:

1. Internet, History & working Characteristics of Internet.
2. Electronic mail.
3. Browsing Internet.
4. World Wide Web (WWW).
5. Advantage of Internet.
6. Educational Website.

PRACTICAL

MS – Windows

- Creating Folder, Opening, Moving, and searching files and folders.
- Uses of accessories: - Calculator, Notepad, Paint, WordPad.

MS – Word

- Opening new document, Saving, closing, opening, the old document, exit word.
- Selecting text with mouse and key, copy, cut, paste, find, and replace, delete text, check spelling & grammar, Bold, Italic, Underline text, Font size, color, & Effect.
- Changing case, text alignment & orientation, setting border & shading, bullets & numbering, header & footer.
- Inserting graphic, word art, Pictures, clip art, tables, Mail merge.
- Printing.

MS – Power Point:

- Creating presentation, entering contents in slide, P.P Views.
- Insert, delete and duplicate slides.
- Apply design, change color scheme, slide background, color, font size, header footer.
- Animations and transitions, setting timing for slide show, rehearsing time, add transition, Animate text & object, insert music or sound, insert video.

MS – Excel

- Writing in a worksheet, save unnamed workbook exit.
- Opening existing workbook, selecting cells, changing and editing worksheet content, Moving, copying, deleting ranges.
- Changing column width, font size, color, bold, Italic, underline. Formatting Numeric Content, date & time, applying border and shading, Inserting & removing sheet, Insert cells, rows, columns, charts.
- Function: sum, count, average, max. min, sort.

Internet:

- E – Mail: create e-mail account.
- Sending, message, attaching files.
- Receiving & replying, deleting, forwarding, message.
- Use of search engines, downloading information.

References:

1. Rajaraman V. : Fundamentals of Computers.
2. Ram V. : Fundamentals of Computers.
3. Balaguruswami B. : Fundamentals of Computers.
4. Rajshekhar B. : Computer Education.
5. Dangwal Kiranlata. : Computer Teaching.
6. Goyal H.K. : dElk;wVj f'k{k.k
7. Upadhyay A. & Singh H. : dElk;wVj f'k{k.k
8. Singhal V.K. : jsfiMsDI dElk;wVj dkslZ

Distribution of marks

<i>Internal Assessment</i>	-	<i>10 marks (to be awarded on practical note book)</i>
<i>University Examination (Practical)</i>	-	<i>40 marks</i>

Note: *Practical examination shall be conducted and evaluated jointly by one external & one internal Examiner.*

FINE ARTS

Content :

1. Definition of Arts.
2. Aims and objectives of teaching art and craft in school.
3. A brief history of Indian art: Pre – Historic period to – modern Indian Art.
4. A brief history of western art: pre – historic period to modern times.
5. The art teacher – role, area of activities, viz . environment.\, participation in life, excursion of the place of art.
6. Technique of Drawing & Painting – Color theory.
7. Theory of perspective.
8. Aesthetics.

Practical

1. Drawing from nature – Tree, Flower, landscape.
2. Two dimensional design – poster making, Collage, Illustration.
3. Three dimensional design – Clay, Wood, Wax, Thread etc.
4. Calligraphy – Hindi & English.
5. Figure drawing – Human & animals.
6. Manmade objects – (E.g. Building, Furniture, Vehicle, Commonly used objects).

References :

1. Sinha Gayatri : Art and Visual Culture in India 1857-2007.
2. Chaitanya Krishna : A History of Indian Painting.

Distribution of marks

<i>Internal Assessment</i>	-	<i>10 marks (to be awarded on practical note book)</i>
<i>University Examination (Practical)</i>	-	<i>40 marks</i>

Note: Practical examination shall be conducted and evaluated jointly by one external & one internal Examiner.

TAILORING**Unit I: Textile and clothing**

1. History of textile and clothing.
2. Characteristics, importance of textile and clothing.
3. Classification of textile and clothing.
4. Textile clothing of the body.
5. The laundry of the clothing.

Unit II: History of sewing machine:

1. Types of sewing machine.
2. Parts and tools of sewing machine.
3. Machine faults and their remedies.
4. Pattern making and cutting.
5. Precautions in drafting and sewing.
6. Maintenance of sewing machine.

Practical work:

1. Embroidery work
2. Drafting and stitching.
3. Baby frock
4. Baba Shirt and Pant.
5. Blouse and Petticoat.
6. Salwar and Kurta.

References:

- | | |
|------------------------------|---|
| 1. Shashai Priyanka | : □□□□□ - □□□□ □□□□□□ |
| 2. Prakashwanti | : gkse ,.M VsyfjaxdkslZ |
| 3. Hansh L.R. | : gkse ,.M VsyfjaxdkslZ & ikVZ&1 |
| 4. Tamta G.L. | : VsyfjaxdfVax ,.M QS'kufMtkbfuax |
| 5. Verma Gayatri & Deo Kapil | : Cutting and tailoring course Illustrated. |

Distribution of marks

<i>Internal Assessment</i>	-	<i>10 marks (to be awarded on practical note book)</i>
<i>University Examination (Practical)</i>	-	<i>40 marks</i>

Note: *Practical examination shall be conducted and evaluated jointly by one external & one internal Examiner.*

Unit I: holistic and integrated understanding of human self and personality:

- WHO AM I.
- Individual in society with different Identities: Gender, relational, Cultural.
- Beliefs : Stereotypes and prejudices.
- Relationship with self , Other , family, society.
- “I” – A Teacher. who a Teacher is? Role of a teacher, Qualities and functions.
- Communication skill including the ability to listen and observe.

Unit II: Personality development:

- Self exploration: Knowing ones strengths and weaknesses, Positive strokes and negative strokes etc.
- Spiritual / Character Development.
- Self – Esteem
- Emotions:
 - The power of emotions in human behavior.
 - Understanding of the Emotions.
 - Growth toward Emotional Maturity.
 - Stages of Emotional Growth.

Unit III: Philosophy of Yoga:

- Meaning of Yoga.
- Yoga as a way to health.
- Characteristics of the practitioners of yoga.
- Utility of yoga in different contexts.
- Exercise: (mediations, Pranayam).

The course shall focus on the following exercises:

- Revisiting one’s childhood experiences – influences, limitations and potentials – while empathizing with other childhood, and also the childhood experiences of one’s peers.
- Personal narratives, life stories, Group interaction and film reviews.

Workshops: The institutions can invite resource persons according to their convenience.

Possibilities: Johari window, Transactional analysis, communication skills, Enneagram and stress Management etc.

N.B. **Methodologies: integrative sessions & Exercises. Students will prepare personal diary.**

Important: *(Students will prepare some project reports and files).*

References:

1. Hall, C & hall, E. (2003) : Human relations in education.
2. Choubey, M/ET/al. : Fundamentals of Physical Education.
3. Qureshi M.U. : Modern Teaching of Physical Education.
4. Dr. Mrunalini T. : Yoga Education.
5. Rohr, Richerd, et.al. : Experiencing the enneagram.
6. Kegan Robert : The Evolving self.
7. Dalal A.S. : Psychology mental Health and Yoga.
8. Lawrence E. Cole & William F.Brouse : Educational psychology.
9. Patricia H. Brere & Louis M. : Building self Esteem in children savary.

- | | | |
|-----|-------------------|--|
| 10. | Goleman Daniel | : Emotional intelligence. |
| 11. | Dr. Mrunalini T. | : Yoga Education. |
| 12. | Baed Rajesh Kumar | : Yoga Education and Physical Education. |

Distribution of marks

Student will be required to prepare at least three projects covering the components in the paper, which will carry 50 marks. The project reports as well as the knowledge of the student shall be assessed jointly by one external and one internal examiner.

The End
